

FYI**Summary of the 2014-15 Citywide Instructional Expectations**

Schools have been working hard to address these priorities in order to best meet the needs of their own communities. In the 2014-15 school year, schools will reflect on previous years' successes and areas for growth in order to create and refine strategic plans that best support their students.

Specifically, the 2014-15 Citywide Instructional Expectations call on schools to:

1. Ensure **knowledge of students** and their work, and use this knowledge as the starting point for planning;
2. Integrate policy into an established, **clearly articulated instructional focus;** and,
3. Develop a culture of **collaborative professional learning** that enables school and individual development.

MID-TERM - Planning for Final Instruction and Assessment Task:

You will describe your plans for a learning segment and explain how your instruction is appropriate for the students and the content you are teaching. As you develop your plans, you need to think about (making connections to 2014-15 CIE and Danielson's Framework for Teaching) and respond to the following:

1. Identify a learning segment to plan, teach, and analyze.
2. What do your students know, what can they do, and what are they learning to do? (2014-15 CIE; Danielson's Framework for Teaching - 1b)
3. What do you want your students to learn? What are the important understandings and core concepts you want students to develop within the learning segment? What are the possible misconceptions that may hinder understanding? (Danielson's Framework for Teaching - 1a, 1c)

4. What instructional strategies, supports, learning tasks, and assessments will you design to support student learning?

(Danielson's Framework for Teaching - 1b, 1e, 1f)

5. How is the teaching you propose supported by research and theory about how students learn?

(Danielson's Framework for Teaching - 4a, 4e)

6. How is the teaching you propose informed by your knowledge of your students?

(2014-15 CIE; Danielson's Framework for Teaching - 1b, 4a)

THE FINAL INSTRUCTION AND ASSESSMENT TASK:

1. Identify a learning segment to plan, teach, and analyze.

2. Select a learning segment of **3-5 consecutive lessons**.

Identify a central focus. Identify the central focus along with the content standards and objectives you will address in the learning segment.

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3. Write a lesson plan for each lesson in the learning segment. Your lesson plans should be detailed enough that a substitute or other teacher could understand them well enough to use them.

Lesson plans must include the following information:

- Common Core State Learning Standards that are the target of student learning (Note: Please include the **number and text** of each standard that is being addressed. If only a portion of a standard is being addressed, then only list the part or parts that are relevant.)
- Learning objectives associated with the content standards and learning targets.
- Possible misconceptions associated with the learning segment that may hinder understanding.
- Assessment of Prior Learning or Pre-Assessment to determine varied entry points and to prepare for scaffolding instruction

- Introduction: Identify how you are going to introduce the concept, skill or task in a way that gains students' attention and gets them involved. How will this lesson be meaningful to the students and connect to their lives.
- Connect this lesson to previous lessons/ learning (prior knowledge of students) and students' lives.
- Instructional strategies, learning tasks and supports (including what you and the students will be doing) that support diverse student needs
- Formal and informal assessments used to monitor student learning, including type(s) of assessment and what is being assessed
- Instructional resources and materials used to engage students in learning
- Lesson Closure
- Post Assessment of learning segment
- Rubric to assess post-assessment

4. FINAL TASK REFLECTION

Lesson Plans

Respond to prompts a-c below. To support your justifications, refer to the instructional materials and lesson plans you have included as part of The Final Task . In addition, use principles from research and/or theory to support your explanations.

a. Justify how your understanding of your students' prior academic learning and personal/cultural/community assets guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students' prior academic learning, assets, and research/theory.

b. Describe and justify why your instructional strategies and planned supports are appropriate for **the whole class, individuals, and/or groups of students with specific learning needs.**

(Consider students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge,

and/or gifted students.)

c. Describe common developmental approximations or common misconceptions within the central focus and how you will address them.

Monitoring Student Learning

In response to the prompts below, refer to the assessments you will submit as part of the materials for the Final Task.

a. Describe how your planned formal and informal assessments will provide direct evidence that students are understanding and can apply the learning objectives **throughout** the learning segment.

b. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.

(Consider all students, including students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.)